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ABSTRACT

A study examined distance training in the European Union (EU) countries. First, recent literature on the following topics was reviewed: technology-supported learning, flexible and distance learning, development of open distance learning, and teleconferencing and distance learning. Next, enrollments and trends in distance learning in the EU as a whole and in each of the 12 EU countries were examined. The study found that France, Spain, and the Netherlands led the EU countries in distance training enrollments. Provision of distance training was also extensive in Belgium, Denmark, Germany, and the United Kingdom. Participation in distance training was not extensive in Ireland, Italy, or Portugal, where fewer than 5,000 individuals enroll in distance training annually. Greece was developing a new distance training system. As of 1993, the average level of student fees for distance training in the EU was 100-1,000 European currency units (Ecus). Only the government program in Wallonia was tuition free. Distance training has proved to be a massive EU resource, with nearly 2.25 million EU citizens involved in it annually. It was estimated that the global fee income paid by EU citizens to government or private distance training institutions annually is more than 1.417 million European currency units. (Contains 24 references.) (MN)

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DISTANCE TRAINING IN THE EUROPEAN UNION

Zentrales Institut für Fernstudienforschung
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DISTANCE TRAINING IN THE EUROPEAN UNION

Desmond Keegan

December 1994

Distance training is a vast, but little studied, EU resource.

The research presented in this report suggests that 2.249.810 EU citizens in 1994 enrolled in a distance training course and that they paid £1.124.905.000 (Ecu 1.417.380.300) in enrolment fees to government or proprietary providers.

Training in the EU is a complex field on which it is difficult to get accurate data. The effort to get data on distance training is even more challenging. This is a preliminary study, setting out a few markers in the field. All the data and conclusions in it will benefit from further analysis, clarification and correction.

My thanks go to the many experts in the field who agreed to be interviewed for the purposes of the study. Dozens of experts made their time and expertise available to answer telephone calls and faxes and my gratitude goes equally to them.

Desmond Keegan
Dublin
December 1994

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PART 1

INTRODUCTION

CHAPTER 1. INTRODUCTION

This report is a contribution to the field of study known as distance education (*Fernstudienforschung).*

For the purposes of this report the field of distance education is considered to have two parts: distance education and distance training.

Distance training is used in this report for the non-university part of the field that is not directed to children. In German the term is usually *Fernunterricht.*

In German the university part of the field is usually referred to as *Fernstudium.* There is no satisfactory English translation for *Fernstudium.* One has to use clumsy phrases like 'university-level-distance-education' or 'distance-education-at-higher-education-level'.

In this report distance training structures are divided into two groups: official provision, that is wholly or partly provided by tax payers' monies, and private or proprietary provision. Other divisions and further precisions are possible but are not considered in this report. In some instances proprietary provision is further divided into certified or registered institutions and those that are not so certified.

This report is a very preliminary overview of 'Distance training in the European Union'. All its data and conclusions need to be checked, clarified and corrected by other studies and by other researchers.

CHAPTER 2 IMPORTANCE

Distance education is a vast, but little studied, EU resource.

It has often been stated that at least 70% of distance education provision worldwide falls within the area of distance training rather than university-level programmes. This study estimates that out of a total 1994 EU enrolment in distance systems of about 2 727 772 not less than 2 249 810 or 78.8% was in distance training.

The Centre National d'Enseignement à Distance in France is one of the EU's largest government-funded educational institutions. In 1994 it enrolled 350 000 students from France and 125 other countries in distance education programmes. Clearly many of these enrolments were in the Cned's original mandate of distance provision for primary and secondary school children. There is also an important provision of university level courses ranging from Capes to *agrégation* and Deug, but the vast bulk of the Cned's courses falls in the area of distance training.

The scene in the United States is studied in an article by Moore (1995), director of the American Centre for the Study of Distance Education, which was prepared for the world conference on open and distance learning at Birmingham in the UK in 1995. He cites 5 000 000 enrolments in 1994 in technical and vocational courses from proprietary providers. In addition, each branch of the armed forces has its own distance college, as do many government departments.

Accurately to evaluate the importance of distance training provision one needs to underline that prior to 1970 most distance education institutions were proprietary. The main

exceptions were the government distance training colleges in New Zealand, France and Australia. Since 1970 there has been a marked shift from private to public provision. A major focus of this has been the high profile open universities developed in the 1970s, 1980s and 1990s in Europe and overseas. To this must be added the distance courses from conventional universities and from other higher education institutions. This university focus has tended to cloud the continuing importance of courses at the distance training level, even though many of the programmes run by open universities and university departments worldwide are for certificates and diplomas rather than degrees, and might be considered to be part of training provision.

The distance education literature of the 1970s had major studies of distance training notably, Glatter and Wedell's (1971) *Study by correspondence* in English, Weinstock's (1976) *Les cours par correspondance du secteur privé en Belgique* in French and Karow's (1979) *Privater Fernunterricht in der Bundesrepublik Deutschland und in Ausland* in German.

In the 1980s and the 1990s there has been a shift to university-oriented studies like Henri and Kaye's (Téléuniversité/Open University) *Le savoir à domicile: pédagogie et problématique de la formation à distance*, Garrison and Shale's (University of Calgary) *Education at a distance: from issues to practice*, Holmberg's (Fernuniversität) *Theory and practice of distance education*, Evans and Nation's (Deakin University) *Critical reflections on distance education* and Verduin and Clark's (University of Florida) *Distance education: the foundations of effective practice*.

Of particular importance in the study of distance training is the general acceptability of the courses of study for the technical and vocational qualifications aimed at. At the university level, on the other hand, the long struggle for the recognition by conventional universities of Bachelors degrees obtained wholly at a distance is well known. In

some countries it is still not possible to study for a university degree at a distance and in others one cannot follow the whole of the programme by distance education. Some universities in Europe still will not recognise a Bachelors degree with even a few credits by distance education as a satisfactory legal foundation for a Masters programme.

This report seeks to refocus attention on the extent and importance of distance training provision in the EU.

CHAPTER 3 DISTANCE EDUCATION AND TRAINING

In the comprehensive 1994 American study *Teleconferencing and distance learning* 'distance education' is defined by Lane (1994: 135-278) as:

> The term " distance education " refers to teaching and learning situations in which the instructor and the learner or learners are geographically separated, and therefore, rely on electronic devices and print materials for instructional delivery. Distance education includes distance teaching - the instructor's role in the process - and distance learning - the student's role in the process (Keegan 1982, 1983).

This is a clear presentation. It relies on Keegan's (1980, 1986) analysis, which is also the concept of 'distance education' used in this study:

> Distance education is a form of education characterized by:
>
> * the quasi-permanent separation of teacher and learner throughout the length of the learning process (this distinguishes it from conventional face-to-face education);
> * the influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services (this

distinguishes it from private study and teach-yourself programmes);

* the use of technical media - print, audio, video or computer - to unite teacher and learner and carry the content of the course;
* the provision of two-way communication so that the student may benefit from or even initiate dialogue (this distinguishes it from other uses of technology in education); and
* the quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purposes.

'Distance education at university level' is used here for the higher education part of the field and 'distance training' for the further education part of the field.

PART 2

RECENT DISTANCE TRAINING LITERATURE

CHAPTER 4 DANISH UNDERVISNINGSMINISTERIET'S *TECHNOLOGY-SUPPORTED LEARNING (DISTANCE LEARNING)*

This volume is undated but appears to be from 1993 or 1994. It is a report of a committee set up by the Danish Ministry of Education which made far reaching recommendations in the summer of 1992.

The terms of reference were to examine a possible increased emphasis on distance learning in the education system without an increase in total costs, to achieve flexibility as regards, time, distance, access and class operation and to do this without the establishment of new educational institutions for distance learning.

The committee recommends technology-supported learning which they claim leads to 'changes in the role of the teacher from that of having control over the learning situation to one in which it is the student who assumes responsibility for his studies and the teacher acts as a consultant, as and when the student feels the need for it' (nd:8).

Three models are proposed:

* the time-independent learning model
* the simultaneously-distributed learning model
* the independent study model (differentiated learning).

The report is based on a concept of the computer and networks becoming common tools for everyone in society (nd: 137) and forecasts that the whole education and training concept seems likely to undergo a paradigm shift within the next 10-15 years.

In Chapter 4 detailed scenarios for technology-supported learning towards the year 2000 are presented and are related to distinctive Danish pedagogical characteristics.

CHAPTER 5 VAN DEN BRANDE'S *FLEXIBLE AND DISTANCE LEARNING*

A major contribution to the study of distance training in the EU is van den Brande's (1993) *Flexible and distance learning.*

Van den Brande writes from the perspective of the EU DG XIII office in Brussels. Her volume is a comprehensive 150 000 word study of all aspects of university-level distance education, distance training, open learning and flexible learning. It is an up-to-date study with excellent national and EU-wide synthesis.

Van den Brande correctly identifies (1993:8-16) three major training configurations: the home, the workplace and the studycentre, and explores the combining of those three settings. Consideration of tutoring sessions follows: home, computer-based, intelligent, modelling, explorative environments and collaborative scenarios. A special feature is boxes for case studies of specific training features: the one on page 33 deals with IBM's one-way video two-way audio teaching system (ISEN) in the US and its two-way video two-way video teaching system (ETVN) in the UK.

The second section traces the history of distance training in Europe to Pitmans in London in 1840 and the Toussaint-Lagenscheidt school in Berlin in 1856. She claims that up to the last 20 years 'such provision had often been regarded as a second-best alternative to conventional education' (1993:35).

An authoritative analysis of EU programmes follows (1993:36-43) as a basis for Europe-wide distance training provision with an over-optimistic presentation of tentative Europe-wide training institutions like Eurostep, Channel e, Europace and Raisat. By 1994 much of this section would need to be redrafted.

A major study of technology-based-training in Europe follows (1993:53-116) commencing with a presentation of skill shortages, training gaps and multidisciplinay skills in contrast with the US and Japan. An attempt is made to quantify the distance training and technology-based-training market in the EU.

Training policies in the EU States are then addressed for both training and technology-based-training, and a series of 9 trends is identified. Each is then developed, with van den Brande showing great expertise in tracking down up-to-date information on technology-based-training from national, multinational and transnational corporations in Europe.

Chapter 4 deals with university-level distance education in most European countries. Chapter 5 deals with informational technology, policies in primary and secondary schools, teacher training and higher education in all EU countries.

Chapter 6 deals with countries outside Europe. Some case studies of countries with a long history of technology-based learning are followed by an overview of less developed countries (1993:183-231). As in the rest of the volume, the scope is extensive, the presentation is well organized, technically precise, and synthesises an enormous amount of material.

The presentation is optimistic, mainly technology and telematics focused, and the only weakness is that it fails to explain why most of the world's distance training systems do not focus on these technologies. There is little emphasis given to the constraints of distance training systems:

- the shelf-life of courses,
- the turn-around time of assignments,
- certification,
- student alienation,
- choice of technologies with easy referability,
- cost-effective course production,
- TMAS and CMAS,
- the need to choose technologies that will remain with the same protocol for the shelf life of the course (7 years in many systems),
- the dominance of print in conventional universities and therefore in distance universities.

This is an excellent book that should be consulted by anyone concerned with distance training. The listing of the constraints of distance systems is given here, not as a comment on van den Brande's book, but because they are the daily characteristics of working in distance training systems but do not frequently feature in studies by educational technologists, information technologists or telematics researchers.

CHAPTER 6 ZIMMER'S *VOM FERNUNTERRICHT ZUM OPEN DISTANCE LEARNING (1994)*

In 1994 the Bundesinstitut für Berufsbildung published the proceedings of a working party on the theme *Offenes Lernen und Fernunterricht* held in October 1992. This 310 page volume makes an important contribution to distance training.

The title is unfortunate. It seems to imply that the English terminology 'open distance learning' which can only mean the opposite of 'closed distance learning' has values that German distance training should pursue. The title does not seem to reflect that by 1994 the EU would have almost completely abandoned this faulty terminology in favour of 'open learning and distance learning' with a strong movement being made to replace 'open' with 'flexible'.

Zimmer gives an in depth treatment of *Fernunterricht*, of *Offenes Lernen* and of the term *Offenes Fernlernen* which he sees as a reaction to over-industrialised (and therefore 'closed') forms of distance education in the past.

A substantial (61 page) study of the development of distance training in the BRD from the focus of the BIBB by Balli and Storm follows They start with an analysis of the results and experiences of the BIBB in this sector and then detail BIBB research on distance training. This is followed by a presentation of distance training structures in the BRD.

De Vocht (in English) writes on 'Development of Open Distance Learning (ODL) in the EU'. This gives an overview from the point of view of the Maastricht Treaty of the remarkable entry of distance training into EU documentation

and lists and gives tables of the growing presence of distance education and training and of open learning programmes in EU thinking.

In further chapters Dichanz from the Fernuniversität and Delling from the DIFF examine the concept of *Offenes Lernen.* Delling gives a remarkable in-depth presentation (34 pages) of the whole of the literature on 'open learning' in English and in German and follows this with a 150 item bibliography. His knowledge of the open learning literature in English is striking as is his ability to follow the threads of the 'open learning' argument in the UK from Crooks' 1978 article through the contributions of Carr, Harris, Lewis, Paine, Race, Temple and Thorpe He concludes with a well justified criticism of inaccurate use of terminology in this field in recent documentation.

Zimmer concludes his important volume with a *Fazit* in which he looks to Europe-wide learning materials, technology, support systems, quality control and European cooperation.

CHAPTER 7 ORAVEP'S *FORMATIONS OUVERTES ET A DISTANCE: LA SITUATION EN FRANCE (1994)*

This 193 page volume is a scholarly work which sets out to track down and present all aspects of open learning and distance education in France.

A short introductory chapter gives definitions of distance education, open learning, the characteristics of open learning, the differences between open learning and distance education, other terms for open learning,and three examples of what is included and two examples of what is excluded from the study.

The second chapter deals with the history of distance education in France to 1994 in 53 pages. This is a major section and is excellently researched. History begins with Pitman in England in 1840, with early French foundations being Hattemer (1877), l'Ecole chez soi (1891) and l'Ecole universelle (1907). This is followed by Radio Sorbonne and the start of the CNEC, which is lightly traced, the decline of educational television (1974-1993) and the present situation.

The situation in 1994 is given in the greatest detail - there are 600.000 students enrolled annually in:

* CNED (taxpayer funded to 422.000.000 FF per year plus 1500 full time salaries plus 4500 part time salaries)
* private-150 schools with 250000 enrolments per year
* rural
* universities (22 centres: 34.000 per year)
* FIED
* RUCA
* CNAM, APPA, CUEEP.

There follows an extended treatment of the characteristics of distance training in France, the legal framework, the use of technology, certification, the costs of enrolment and the costs of courses.

Chapter 3 deals with national projects and highlights the FORE programme. Chapter 4 complains about the lack of information about distance training programmes.

Chapter 5 Deals with costs which are about 8000 FF for some programmes and refers to the law on private providers Chapter 6 is an important section on the global linkages of French distance training with special reference to the Téléuniversité. The book closes with seven appendices.

CHAPTER 8 PORTWAY AND LANE'S *TELECONFERENCING AND DISTANCE LEARNING (1994)*

An authoritative 1994 guide to distance training in the US is provided by Portway and Lane's *Teleconferencing and distance learning.* The central part of this 447 page volume is an 83 page contribution 'distance education' by Lane. This chapter moves confidently over the whole area of distance training in the late 1990s drawing extensively on European and American experiences and literature. Lane describes a range of distance training and distance university providers in the US in 1994 including:

America Online
Annenberg/Corporation for Public Broadcasting Project
Apple Classrooms of Tomorrow
Arts and Sciences Teleconferencing Service, Oklahoma State
AT&T Network
Big Sky Telegraph
BITNET
Black College Satellite Network
Blacksburg Electronic village
Buddy System Indiana
Bunker Hill Community College
Cable in the Classroom

and 86 other major initiatives.

Lane claims (1994:206) that the number of college and university students enrolled in distance education is in the high six figures nationally.

Lane follows this overview with another lengthy contribution (1994: 279-315) on curriculum design for

teleconferencing and distance learning and a section on interaction and response systems

A major focus in American distance education, unlike in Europe, is primary and secondary schooling, what the Americans call K Through 12, and an in-depth analysis is provided by Cabrera-Herena with a less detailed chapter on university level distance education following.

The book concludes with a major study of corporate training by Portway and Lane (355-387). A final chapter by the same authors deals with trends which takes US distance education well into the 2000s.

The first 7 chapters of the book are by a series of experts on the techniques of the major uses of teleconferencing in education. Audioteleconferencing, business television, two way interactive video, desktop videoconferencing, transmission and standards (1994: 1 - 132).

The chapter on audio teleconferencing (two way audio distance teaching and tutoring) is a competent, hands-on, carefully diagrammed, presentation dealing with microphone type and placement, transmission, acoustic coupling, echo control, acoustic echo cancellers and echo reduction. Chapter 3, by Portway has the quaint title 'business television', by which the author means one way video, two way audio teaching or lecturing by satellite. Again the treatment is comprehensive and technically clear with extremely large (by European standards) statistics of distance training statellite receive sites.

Videoconferencing is the subject of chapter 4 by Broadway. By this is meant two way video and two way audio training and lecturing. Again the chapter is excellent - except for the insistence on the importance of 'to confer' and 'conferencing' in videoconferencing which gives the presentation a business meeting rather than a didactical effect.

The final chapter to be considered is by Lane (1994) on technology and systematic educational reform. This chapter has three points of focus: American competition in the global economy, the potential of technology as a partner of and a tool for systematic educational reform and the importance of the US government policy document *Goals 2000: Educate America Act.*

The problem with the Portway and Lane volume is that it does not seem to be aware of the massive challenge it poses for distance education theorists. This challenge is best expressed in the words of another American expert on distance education and training, Charles A. Wedemeyer:

> A distance education course should be available any time, anywhere there are students or only one student.

This maxim of Wedemeyer's has been a basis for the success of distance training over the years. It freed learners from the tyranny of the programming of instruction by university and college timetabling. It freed learners from the necessity of joining a learning group in order to learn. It fostered and encouraged developments in educational innovation, individualization and self-paced learning. Its asynchronous mode of delivery was its greatest asset. It solved the problem of streaming, which had bothered schools and colleges for centuries and will continue to do so in the future. It made it possible for tax payers and housewives/husbands to study for internationally valid certificates, diplomas and degrees because they could study in their own time.

The two-way video or one-way video virtual classroom is just that. It is an electronic structure that requires the trainees to attend at a fixed time in a fixed place with a fixed group according to a timetable fixed by an educational or business institution. A two-way video system using the latest codecs, computer-controlled cameras activated by voice-controlled microphones concealed in the students desks and using the latest echo cancellers is of no avail to

distance students who cannot travel to the electronic classroom at the time required. Synchronous technologies reinstate the timetabling of sessions and other features of conventional education that most distance systems are designed to avoid.

PART 3

DISTANCE TRAINING IN EUROPEAN UNION COUNTRIES

CHAPTER 9 DISTANCE TRAINING IN THE EU

For the purposes of this report distance education is a field of education that has a number of sectors:

children's education at a distance,

distance training or further education at a distance

university or higher education at a distance.

The area of distance training is seen as comprised of courses from both public and private providers. Closely akin to it but lacking the full dimension of two-way communication is the field of technology-based-training which is not considered part of the present enquiry. It is being adequately studied by the BEACON project of Dott C Dondi of Bologna and it is not seen as appropriate to duplicate in any way his work or that of his teams.

The following types of programmes are also excluded from the study:

* distance education programmes for children
* degree-level distance education programmes or distance education programmes at other levels run by universities
* in-house distance training programmes run by transnational, national or local companies in which EU citizens are not invited to enrol

* open, flexible and non-traditional training programmes that are not at a distance

* distance training programmes for hobby or cultural pursuits that are not for qualifications.

Distance education and training is seen as a field of educational endeavour and research with many methodologies; there is the correspondence mode, the study centre mode, the multimedia mode, the open learning or flexible learning mode, synchronous modes like virtual classrooms and many more.

Distance education is seen as a field of educational provision with a 150 year history, an extensive literature dating mainly from the 1970s and university degrees at bachelors, masters and doctorate level for the training of distance education researchers and practitioners.

Two major series of studies underpin the field and provide research data and the results of scholarly debate for students and lecturers in the field: the Kogan Page Open and Distance Learning Series edited by F. Lockwood from Milton Keynes and the Routledge Studies in Distance Education Series edited by D. Keegan from Dublin.

The study is presented in a country by country basis in order to avoid all thought of harmonization. The richness and diversity of each country's offering is underlined as is each country's unique mixture of public and private provision.

CHAPTER 10 DISTANCE TRAINING IN BELGIUM

1994 EU documentation gives the population of Belgium as 10.000.000, with 990.000 living in the capital, Brussels. Gross domestic product per head is given as Ecu 15.920. 41% of the population is in the workforce, with 2.7% in agriculture, 28.5% industry and 68.8% in the service sector.

The Kingdom of Belgium is a parliamentary democracy and hereditary monarchy. Belgium is a federal state consisting of regions and communities. Legislative power at federal level is exercised jointly by the King, the chamber of Representatives and the Senate. The three regions are Brussels, Flanders and Wallonia. The three communities are Flemish, French and German-speaking Belgians. Each has a legislative assembly and an executive. The Flemish region and community have merged to form a single entity with one council and one executive. From 1960 onwards the tendency towards federation has led to constitutional reforms in 1970, 1980, 1988 and 1993 which have brought about a gradual transfer of power and finance from the central state to the communities and to the regions in domains such as education.

Since 1989 all educational matters have been transferred to the jurisdiction of the communities and the regions and the Flemish, French and German councils have legislative power over education and training. The first legislative measure taken by the Flemish community on training was a Royal Decree of 24 March 1967 which contained procedures for regulation and subvention of national and regional organizations of adult education. In contrast, the cultural council of the French community opted for one decree on *L'éducation permanente des adultes* on 6 April 1976.

Subsequent legislation by each community has developed these positions.

University level distance education (Fernstudium)

There is no open university in the French-speaking community, though the various French-speaking universities are involved in a great deal of research and experimentation. The usual explanation given for the limited development of distance education in the French-speaking community is the small geographic area and the existence of a rich supply of education and training possibilities. The French-speaking community is characterized by a flexible but not necessarily coordinated education network, within which distance education at university level as yet has little place.

The provision of distance education courses from conventional French-speaking universities is minimal. There are some initiatives form the Université de Bruxelles (ULB, CUDEC), an important project from the Service de Technolgie Educative of the University of Liège, and also from the University of Louvain and Mons University. A long-cycle and short cycle project in distance teaching is envisaged by a grouping of 22 higher education institutions.

In Flanders there is a Centre for Open Higher Education, *Studiecentrum Open Hoger Onderwijs* . This is the central structure of a consortium of Flemish universities and other institutions for higher education in Flanders and Brussels. It was set up in 1987 and is sponsored by the Flemish community. It is based on a network of universities and higher education institutions, following a 1985 agreement with the Open universiteit at Heerlen in the Netherlands.

The role of the StOHO is the programmimg and production of courses, the coordination of regional support services, international cooperation and the promotion of distance

education in Flanders. Six Flemish university study centres at strategically sited universities participate.

Courses are of two types: courses from the Open universiteit in the Netherlands; and courses in Flemish adapted by the StOHO from Dutch courses or developed by the StOHO. Policy is that only open higher education which is organised by existing universities can be recognized and organised by the Flemish community. It was decided not to set up an independent open university, but to adopt a consortium model, with a limited central structure. Cooperation with the Netherlands Open Universiteit is regarded as essential as being the only way in which a range of distance courses can be offered economically in Flanders.

Apart from the Centre for Open Higher Education (StOHO) a few open and distance courses are offered from conventional Flemish universities.

Distance training

The legal framework for distance training in Belgium and its French-speaking community is complex. A law of 5 March 1965 on correspondence education applies to the whole country. This was developed by a decree of the French-speaking community of 18 December 1984. Twelve implementing orders have been adopted to implement this decree.

Basically the freedom on education enshrined in the Constitution gives a flexible framework for the organization of distance training. The law of 1984 regulates government provision of distance training. The proprietary sector is not governed by the decree.

The provision of distance training in Belgium in 1994 provides an interesting study because it is one of the few EU countries for which we have a major study (488 pages) from the 1970s. Weinstock's *Les cours par correspondance*

du secteur privé en Belgique is undated but my view is that it must have been published in 1976 by the Centre national de Sociologie du Droit social.

The title is a misnomer. Far from being a study only of *les cours par correspondance du secteur privé* it deals in detail with *les cours de l'état* which it shows were initiated by a cabinet decree of 22 February 1957 and commenced in 1959 in French and Flemish. It then goes on to analyse a third distance training sector *L'enseignement privé à distance a but non lucratif,* a grouping of Belgian banks, unions and medical associations. Thus one has excellent comparative data to study the evolution of distance training in Belgium over a 20 year period.

Official provision of distance training in Wallonia and French-speaking Brussels is organised by the Enseignement à Distance de la Communauté Francophone de Belgique. 200 courses are offered in 1994 in examinations for public service grades, administrative grades and public recruitment, languages and computing. Particular target groups are prisoners, jobseekers and adults seeking low-level training qualifications.

Enrolment is heavily subsidized and is regarded as being practically free (the only charge is an administrative fee of BF 1500). In each year in the 1990s about 25 000 students enrol but as many courses last over more that one year a total of up to 50 000 citizens could be involved per year.

There is considerable activity in distance training from the banking, insurance and computer manufacturing industries but these courses are not generally open to EU citizens and are not studied here.

The commercial distance training sector has perhaps 20 operators, with one large company and a number of language training companies. There would seem to be a decline in participation from the statistics given by Weinstock for 20 years ago, even though Weinstock's figures apply jointly to the French and Flemish communities.

In Flanders the main public bodies providing distance training are the Federation of Employment Opportunity Training Centres (FETOC), the Flemish Employment and Vocational Training Service (VDAB) and the Training Centres for the Self-employed (CMO). Of the 22 proprietary institutions studied by Weinstock 11 worked in both French and Flemish and 3 in Flemish alone (one was a Dutch institution) . As for the French-community there seems to be a certain reduction in provision by 1994.

Statistics

The research on which this report is based has provided these statistics for Belgium.

Open University (French Community)	0
Open University Centre StOHO (Flemish Community.)	2278
Distance education courses from conventional French universities	200
Distance education courses from conventional Flemish universities	0
Government distance training provision by French Community	22.210
Government distance training provision by Flemish Community	100 000
Proprietary distance training provision in French Community	3 000
Proprietary distance training provision in Flemish Community.	100 000

The statistics for distance education provision from French-speaking universities were established with assistance from the Service de Technologie Educative at the Université de Liège Sart-Tilman.

The statistics for government distance training provision was established with assistance from the Enseignment à

Distance de la Communauté Francophone de Belgique at Bld E Jacqmain, Brussels.

The statistics for proprietary distance training provision in the French-speaking community was established with assistance from Educatel.

The statistic for the StOHO was provided by EADTU.

The statistics for the provision of distance education courses by conventional Flemish universities, and the distance training provision by Flemish government providers was established with assistance from the Open universiteit.

The statistic for the proprietary provision of distance training in Flanders was established with assistance from Bestuuer Afstandsonderwijs.

CHAPTER 11 DISTANCE TRAINING IN DENMARK

1994 EU documentation gives the population of Denmark as 5 200 000 with 1 200 000 in the capital Copenhagen. Gross domestic product per head of population is Ecu 20 400. 56% of the population is in the workforce, with 5.5% in agriculture, 26.4% in industry and 68.1% in the services sector.

The Kingdom of Denmark is a constitutional monarchy and parliamentary democracy. Legislative power lies jointly with the sovereign and the Folketing, the single chamber parliament. Responsibility for education in Denmark is shared between central state authorities, counties, municipalities and private institutions or individuals.

University level distance education

In Denmark the history of university and adult education has been influenced by N Grundtvig's ideas of 'popular enlightenment' which led to the creation of the 'Folk College' movement. These are boarding schools for young adults where they can receive a general and liberal education. Universities offer 'regional courses' and as they are not bound to the campus they are free to offer courses as they want in evenings, full Saturdays or other structures.

Thus there is a continuum of provision from full face to face to night classes with distance education being considered a method of delivery and not a field of educational endeavour. In this context a distance teaching university is unlikely as are courses totally at a distance.

A lot of university level institutions, like the University of Copenhagen, the Copenhagen Business School, offer courses with a distance education structure, with the Åarhus University using the name 'Jutland Open University' for its programme.

There are extensive plans for what is being called 'distributed learning' and 'technology supported learning' in which information technology like Internet, e mail, computer conferencing, will be used to link all educational institutions, except primary schools.

Distance training

There is a large provision of distance training from technical training colleges, teacher training institutes, technical institutes and an Open Learning scheme that enrols 140 000 students per year. The proprietary sector is small and may be in decline.

Statistics

The research on which this report is based has established these statistics for Denmark:

Open University	0
Distance education provision from conventional universities	5 100
Government-linked provision	165 000
Proprietary distance training provision	4 000
TOTAL	174 100

The statistic for the university sector was established with assistance from the Danish Ministry of Education and Research.

The statistic for official distance training provision was established with assistance from the Copenhagen Business School.

The statistic for proprietary provision was established with assistance from Akademisk Brevskole.

CHAPTER 12 DISTANCE TRAINING IN FRANCE

1994 EU documentation gives the population of France as 57.200.000 with 8.700.000 in Paris. Gross domestic product per head of population is Ecu 16.960. 42% of the population are in the workforce with 5.8% in agriculture, 29.55% in industry and 64.8% in the services sector.

France is a republic in which power is shared between the president, the government and the National Assembly. The president presides over the council of ministers, can dissolve the National Assembly and submit major bills to a referendum. The government determines and conducts the policy of the nation. Parliament consists of two chambers the National Assembly and the Senate.

Metropolitan France is divided into 22 regions and 95 departments. There are four overseas departments, four overseas territories and two territorial collectivities.

Education policy is handled by the Ministry of National Education and the Ministry of Higher Education and Research with many aspects of training being handled by the Professional Training Office (DFP), a cross-ministerial structure.

University level distance education (Fernstudium)

There is no open university in France. It seems unlikely that an open university will be founded despite a number of initiatives in the late 1980s. It would be unlikely that France's 83 universities would welcome an open university.

Distance education courses are provided by 22 Centres de Tele-enseignment, that is small offices within conventional universities. 34.000 students were enrolled in 1994 according to the Ovarep report (1994:33). In 1978 there were Ctus in 18 of the then 75 French universities with a global enrolment of 13.000. In 1968-69 the enrolment was 5500.

The 22 centres created a federation in 1987 called the Federation Interuniversitaire des Enseignements à Distance, which is supported by registration fees from the centres. The Oravep report lists (1994:34-40) a series of other initiatives by French universities and higher education structures.

Distance training

France is a world leader in distance training.

In 1980 an article 'On defining distance education' drew attention to the French law on distance education of 12 July 1971. In 1986 a whole section (1986:185-190) of the book *Foundations of distance education* set out to analyze in detail government distance training provision in France. In 1994 an article in the journal *Open Learning* on 'The competitive advantages of distance teaching universities' concluded:

> Education planners should look to the French CNED model. Now in its 54th year and with 350.000 students in 107 countries in 1993 it is a well tried model and probably Europe's largest educational provision by a government. Among the strengths of this model are the government commitment to distance education and training at all levels, the professional skills of production staff available for courses at all levels, full-time distance education specialists who concentrate on the development of courses and teaching of students at a distance over a

> range of levels: children's schooling, high school graduation, technical and professional qualifications of all kinds, teacher training, university level courses and post-graduate courses. Most of the world's DTU's recognise this by providing distance training courses in addition to degrees at a distance.

In spite of these efforts the Oravep report concludes ruefully:

> La conaissance à peu près exhaustive des réalisations a mis en lumière l'importance parfois sous évalué de l'offre française contemporaine. En effet, cette offre globalement massive couvre la quasi totalité des domaines de compétences. Mais, si elle est copieuse et diversifiée, elle souffre encore d'etre pour partie mal connue, en France meme.

This assessment is accurate. The reasons are not hard to find in spite of the 600.000 distance training students enrolled in France in 1994. There are three reasons:

* 350.000 of enrolment is in an organ of the French Ministry of Education, traditionally secretive and little interested in advertising its assets.

* few distance education researchers read French

* 250.000 of the enrolment is in proprietary distance training establishments, traditionally ignored in the literature.

This is a pity. As stated in the 1994 *Open Learning* article, the French Cned is an ideal model for a distance training institution especially for developing countries. Western consultants on distance systems in developing countries may have been unaware of this impressive system in Western Europe that could have provided an excellent model.

The Cned system belongs to a grouping of distance training structures created in or after the second world war in Australia, France and New Zealand. This grouping of institutions, the Colleges of Extenal Studies in each Australian State (many now remodelled), the Centre National de Télé-enseignement (now the Centre National d'Education à Distance) and the New Zealand Technical Correspondence Institute (now the New Zealand Open Polytechnic) shared a number of features:

* foundation in or after World War 2
* full time specialist staff for course development at all levels in their discipline
* full time specialist staff for student support services
* heavy investment in plant, printing machinery, audio studios, video studios
* capable of enrolling tens of thousands or hundreds of thousands of students
* great economies of scale
* great economies of scope
* same production staff for courses at all levels
* multilevel provision at secondary, training, further, higher and university levels
* official government commitment to and provision of tax payers' monies for the promotion and development of distance training.

The 1994 Cned budget is FF 422.000.000 plus salaries and overheads for 1500 full time staff and 6000 part time staff.

In 1994 the Cned provides courses at all levels in all areas of distance training for the official competitive national French government qualifications for which trainees from face-to-face French colleges also compete. Examples are electronics, teacher education, sport and tourism industry, physical education, public service competitions, secretarial, accounting, nursing, biotechnology, *Capes*, basic education, industrial certificates, modern languages , *Deug, agrégation.*

The invasion of France led to the creation of the Centre National d'Enseignement par Correspondance (CNEC) by a government decree of 2 December 1939 to meet the needs of school children dislocated by war. In the mid-1980s the name was changed to its present form, CNED. When the annual enrolment at the CNED in Paris reached 150.000 in the early 1970s a major structural change was achieved. Administrative control of programmes was divided into six centres: Paris, Grenoble, Lille, Lyon, Rouen, and Toulouse. A seventh centre at Rennes was added in 1982. In the period 1993-1994 a new central centre was added at Poitiers, which gives the CNED a presence at the centre of the French telematics and educational high technology hub.

The proprietary distance training sector in France is represented by 150 organizations officially registered but the Oravep report (1994:87) suggests that their number may be over 200. The earliest college still in existence is HATTEMER which was founded in 1877.

30 of the leading colleges like EDUCATEL, l'Ecole Universelle, l'Ecole Chez Soi are grouped in an association called the Chambre Syndicale Nationale d'Education à Distance (CHANED). A very wide range of courses is offered by the members especially in official government examinations; CAP, BEP, BP, BTS, DECF.

Statistics

The statistics in this report give the following enrolments for France in 1994.

Open university	0
Distance education courses from conventional universities	34.000
Official government distance training provision	350.000
Proprietary distance training provision	250.000
TOTAL	634.000

The statistic for university education at a distance in France was established with assistance from the Délégation à la formation professionelle in Paris.

The statistics for distance training provision in France were established with assistance from the Délégation à la Formation Professionelle in Paris.

CHAPTER 13 DISTANCE TRAINING IN GERMANY

1994 EU documentation gives the population of Germany as 81.200.000 with 3.400.000 in Berlin. Gross domestic product per head of population is Ecu 19750. 3.3% of the labour force work in agriculture, 39.45% in industry and 57.5% in the service sector.

The Federal Republic of Germany is a democratic, parliamentary State with a federal constitution. The Bundestag is the supreme legislative body. Germany is divided into 16 Länder: Baden-Württemberg, Bavaria, Berlin, Brandenburg, Bremen, Hamburg, Hessen, Lower-Saxony, Mecklenburg-Western Pomerania, North Rhine-Westphalia, Rhineland-Palatinate, Saarland, Saxony, Saxony-Anhalt, Schleswig-Holstein, Thuringia.

The Länder take part in the process of Federal legislation and administration through the Bundestag. Exclusive responsibility for education rests with the Länder.

Fernstudium

Planning for a German open university began in the mid 1960s. The planning received a boost in 1965 when the Volkswagen foundation funded a distance education research and materials development centre known as the German Institute for Distance Education (Deutsches Institut für Fernstudien an der Universität Tübingen). The DIFF became a major promoter of the FIM project, a plan to develop a cooperative German open university combining the DIFF, conventional universities, state (Länder) and federal ministries of education, radio stations, television stations. and so on.

The talks were interminable, the costs were extensive and the negotiations went on from year to year. Finally, one of the delegates-the Minister of Higher Education of the State of North Rhine-Wesphalia left the discussions and founded an open university. The open university legislation went through the North Rhine-Wesphalia parliament in November 1974, was approved by December 1974 and the new open university opened in October 1975 with an extraordinary seventy-five courses designed, written and published.

Today the Fernuniversität has over 50.000 enrolments and is developing important new faculty buildings at its headquarters in Hagen.

There are no official statistics on the provision of distance education courses from conventional German universities and such courses are dependent on the autonomy of German universities. There is still same provision from universities in the new Länder, especially Dresden, and other initiatives from universities in Berlin, Hanover, Bremen, Oldenburg and Kaizerslautern. Further initiatives may reach realisation as the result of a 50 million DM fund for the new projects from the Federal and State Educational Planning Commission.

Distance training

The promotion of distance training in Germany after the Second World War received an important impetus in 1969 from the *Berufsbildungsgesetz* (BBiG). This was followed by the creation of two government structures for distance training: the Staatliche Zentralstelle für Fernunterricht (ZFU) and the Bundesinstitut für Berufsbildung (BIBB) which has a *Fernunterricht* department, now called the Abteilung Fernunterricht und offenes Lernen. Further legislation followed in 1976 with the passing of the *Fernunterrichtsschutzgesetz* (FernUSG) which is concerned principally with the quality and correctness of provision.

Details of these developments can be found in Balli and Storm's (1994) *Zur Entwicklung des Fernunterrichts in der Bundesrepublik Deutschland.*

Balli and Storm give the providers of distance training in 1994 in Germany as:

> Deutsches Institut für Fernstudien
> Fernfachhochschule (AKAD)
> Funk- und Telekolleg
> Privater Fernunterricht.

For the purposes of this report the first three will be classified as official provision from semi-government sources. Details of their provision is provided by Balli and Storm. Annual enrolment for this sector is estimated at about 100 000.

45 private distance training institutions are members of the Deutscher Fernschulverband e V (DFV). The courses of the members are accredited by the Staatliche Zentralstelle für Fernunterricht (ZFU) in Köln. The October 1994 press release of the DFV comments:

> Nach gut 10 Jahren Aufwärtsbewegung ging 1993 die Nachfrage nach Fernkursen erstmals leicht zurück. 1993 haben sich laut amtlicher Fernunterrichtsstatistik 173 000 Bundesbürger mit Fernlehrgängen weitergebildet (1992: 180.000)

There is good news, however, on the development of new courses by the members of the association. The ZFU in Köln had given approval for 96 new courses, especially in Business (34), Health professions (18) and Languages (15). This brings the course offering for Germany to 1103 courses, of which 68 are in Italian, Spanish, Serbo-Croatian or Turkish for immigrants. The 1993 total was 1041 courses.

Balli and Storm (1994) give 1015 courses for 1991 from 112 distance training institutions of which 45 are members

of the DFV. Karow (1979) in his *Privater Fernunterricht in der Bundesrepublik Deutschland und in Ausland* listed 144 institutions in the BRD.

The following statistics are given by Balli and Storm (1994:79):

Jahr	Institute	Lehrgänge	Teilnehmer/-innen
1978	130	kA	50 000
1983	126	709	80 000
1986	128	769	100 000
1989	101	825	100 000
1990	108	953	150 000
1991	112	1015	173 000
1992	132	1049	181 000

Statistics

The research on which this report is based has established the following statistics for Germany:

Open University	52 750
Distance education courses from conventional universities	5 000
Official distance training provision	100 000
Private distance training provision	173 000
TOTAL	330 750

The statistic for the Fernuniversität was received from the EADTU and from the Rektorat of the FeU.

The statistic for distance education provision from conventional German universities is a guess made with assistance from the DIFF. The Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung in Bonn stated with emphasis that no statistics were available for Germany.

The statistic for semi-public provision is an estimate by the DIFF.

The statistic for official private distance training provision was received from the Bundesinstitut für Berufsbildung in Berlin as 172 000 and from the Deutscher Fernschulverband in Pfungstadt as 173 000. The BIBB gives the 1992 figure as 181 000, the DFV as 180 000.

CHAPTER 14 DISTANCE TRAINING IN GREECE

1994 EU documentation gives the population of Greece as 10 200 000, with 2 600 000 in the capital, Athens. Gross domestics product per head of population in Ecu 5 640. 38.7% of the population is in the workforce with 21.6% in agriculture, 28% in industry and 51% in the services sector.

Greece is a parliamentary democracy. Legislative power is exercised by the Vouli, the parliament, and the president of the republic, who approves and promulgates the laws. Executive power is exercised jointly by the president and the government. Greece is divided into 13 regions: Attica, Central Greece, Central Macedonia, Crete, Eastern Macedonia/Thrace, Epirus, Ionian Islands, Northern Aegean, Southern Aegean.

The National Ministry of Education and Religions carries responsibility for the implementation of educational laws, decrees and directives. Despite recent restructuring, Greek education is still governed by national laws voted by parliament affecting the organization of educational institutions and curriculum. Private institutions are of limited importance in Greek education today as many institutions which were formerly run by private bodies have been taken over by the State..

University level distance education (Fernstudium)

There is no Open University in Greece nor are there distance education courses run by conventional universities.

Distance training

There is no government provision for distance training in Greece. There is, however, a major initiative underway by the Greek Organization for Vocational Education and Training (OEEK), the national training foundation, to provide a comprehensive vocational and professional distance training structure for Greece from October 1995.

There in no proprietary distance training structure based in Greece.

Statistics

The research on which this report is based has established the following statistics for Greece:

Open University	0
Distance education programmes from conventional universities	0
Government distance training	0
Distance training from proprietary institutions	0
TOTAL	0

These statistics were established with the assistance of OEEK in Athens.

CHAPTER 15 DISTANCE TRAINING IN IRELAND

1994 EU documentation gives the population of Ireland as 3 500 000 of which 1 000 000 live in the capital, Dublin. The gross domestic product per head of population is Ecu 10 030. 38% of the population is in the workforce, with 13.8% in agriculture, 28.9% in industry and 57.1% in the services sector.

Ireland is a parliamentary democracy. Legislative power is vested in the Oireachtas which consists of two houses, Dáil Eireann (House of Representatives) and Seanad Eireann (Senate). Bills which would alter the Constitution are required to be passed by both houses and by a referendum of the electorate.

Overall responsibility for education in Ireland lies with the Minister of Education and the Department of Education is structured to reflect the structures of the education system: primary, secondary, university and other higher education, special structures. The 1937 Constitution enacted that the family is the first educator of the child and the State's duty is to provide free primary education and to supplement and aid private and other initiatives at other levels.

Fernstudium

There is no Open University in Ireland nor are there plans for one as the market is small.

Irish universities lie at the interface of two great university traditions and draw from both. They participate in the traditions and characteristics of universities in the English-speaking world and share many structures with

universities in the United Kingdom, the United States and Canada, Australia and New Zealand. These universities tend to focus on quantitative quality control, educational technology and Anglo-Saxon values, with the decades-long interest in technology in education leading naturally to an openness to distance education and open university structures. Irish university tradition has in addition a linkage to continental European ideas, with particular affinity to France, Spain and Italy where university traditions are less open to technology in education, prefer qualitative to quantitative evaluation and value highly the traditions of university teaching.

Distance education at university level in Ireland commenced with the foundation of the Distance Education Unit at the National Institute of Higher Education in Dublin in 1981. This institution is now Dublin's third university, Dublin City University, and the Distance Education Unit has evolved into the National Distance Education Centre. This centre offers a range of degrees and diplomas at a distance in arts, accounting, information technology, computer studies, management and engineering with an annual enrolment of 2 500.

Three programmes are offered from University College Dublin, Ireland's largest university. The faculty of commerce offers a degree in banking with 4 000 enrolments, the faculty of arts offers an MA in German by distance education and the faculty of science has an enrolment of 300 in Europe's first satellite delivered course for which the enrolled students are gathered in virtual classrooms in the Regional Technical Colleges all over the country, but in which any EU citizen can enrol from their own countries, if they have a dish and follow the course.

Further programmes are offered from University College Cork, University College Galway and St Patricks College, Maynooth. Projects are also underway from the Dublin Institute of Technology and Sligo Regional Technical College.

Distance training

There is no official provision of distance training in Ireland. This gap may be due to the relatively small size of the market and/or a hesitancy on the part of educational traditions in the country to see distance training as a suitable delivery mechanism.

A number of semi-public and proprietary institutions offer a range of courses and there is a presence of international structures like the International Correspondence Schools and the Open University of the United Kingdom.

The Irish distance training providers are:

Institue of Personnel Management, courses in management, personnel and related areas

Irish Management Institute, courses in management and computing

Kilroys College is the major Irish secondary correspondence college and offers, as well, adult training courses in psychology, civil service examinations and related areas

Home Study Institute, courses in accountancy, bookkeeping and related areas

Plassy Management and Technology Centre, courses in management, supervision, personnel, quality, finance, accountancy and computing.

Statistics

The research on which this report is based has established these statistics for Ireland:

Open University	0
Distance education programmes from conventional universities	8 000
Official distance training	0
Proprietary distance training provision	4 000
TOTAL	12 000

The statistic for university level provision was established with assistance from the National Distance Education Centre and UCD. The statistic for distance teaching was established with assistance from Aontas.

CHAPTER 16 DISTANCE TRAINING IN ITALY

1994 EU documentation gives the population of Italy as 57 800 000 with the population of Rome as 3 100 000. Gross domestic product per head of population is Ecu 16 100. 42% of the population are in the workforce with 8.5% in agriculture, 32.3% in industry and 59.2% in the services sector.

Italy is a parliamentary republic. Power is vested in parliament which consists of the Chamber of Deputies and the Senate. The president appoints the president of the Council of Ministers, promulgates laws and may remand laws enacted by parliament for reconsideration. Italy has 20 regions, five of which - Friuli-Venezia, Sardinia, Sicily, Trentino-Alto Adige, Valle d'Aosta have a wider degree of autonomy than the other 15: Abruzzo, Apulia, Basilicata, Calabria, Campania, Emilia Romagna, Lazio, Marche, Molise, Liguria, Lombardy, Piedmont, Tuscany, Umbria, Veneto.

University level distance education (Fernstudium)

The complexity of Italian university legislation posed enormous problems for the planning for an Italian open university system in 1983. University teaching is linked legally to the chair of the professor (*la lezione ex cathedra),* the curriculum is established by the State, the only university degree was the *laurea,* the control of the faculty board and university senate is legally established. The volume and complexity of this legislation makes university jurisprudence a field of study in its own right.

There was, in addition, little warmth for Anglo-Saxon university procedures or for the technological approach to university studies, little history of correspondence

education and one of Europe's lowest take up rates of postal selling. Literacy had been an important problem even up to World War II. The possibility of founding an open university was unrealistic as it would have taken years to get the legislation through parliament, with the distinct possibility that such an unusual departure from university procedure would never have passed. The possibility of founding a distance education department of a conventional university was blocked by legislation and the impossibility legally to pay the staff for their distance education work.

A solution was found in sections 60 and 61 of the Higher Education law 1592 of 31 August 1933 in accordance with which a consortium was founded to activate structures for the production of materials and the tutoring of students who enrolled in the universities which joined the consortium and which examined the students for their degrees. This consortium is called the Consorzio per l'Università a Distanza and was founded in March 1984. It received its juridical approval from the President of Italy (DPR) on 19 November 1986.

The largest provider of university level distance education courses in Italy is the Università degli Studi di Roma III. It has three postgraduate teacher training courses each with a *numero chiuso* of 500, with two contracted programmes one with 6500 students, the other with 250. The Consorzio per l'Università a Distanza has 1200 enrolments and another consortium, the Consorzio Nettuno, which delivers its courses via Rai 2, has 300.

Distance training

The Consorzio per l'Università a Distanza has a contracted distance training programme with 900 enrolled. There have been other initiatives projected in Italy in recent years, notably the Skill project of Ifapiri and another by l'Isfol, but when public funding was withdrawn, the initiatives came to an end.

For many years the proprietary distance training scene in Italy was dominated by two major institutions l'Accademia of Rome and La Scuola Radio Elettra of Turin. Difficulties, including, it is said, the price of advertising in Italy, have led to the buying out of Accademia by Scuola Radio Elettra and the absorption of its programme into the purchaser's profile.

Statistics

The research on which this report is based has established the following statistics for Italy:

Open University	0
Distance education programmes from conventional universities	9 150
Official distance training provision	900
Proprietary distance training provision	4 000
TOTAL	14 050

The statistic for university level provision was established with the assistance of the University of Rome III and the Cud.

The statistic for the further education at a distance provision was established with assistance from the University of Rome III, the Cud and La Scuola Radio Elettra.

CHAPTER 17 DISTANCE TRAINING IN LUXEMBOURG

1994 EU documentation gives the population of Luxembourg as 389 800. Gross domestic product per head of population is Ecu 19 540. The workforce comprises 43% of the population with 3.2% in agriculture, 30.2% in industry and 66.2% in the services sector.

Luxembourg is a representative democracy and constitutional monarchy. Executive power lies with the Grand Duke. It is exercised by the members of the government under the coordinating authority of the prime minister.

All sectors of education are governed by regulation and directives drawn up by the National Ministry of Education. The structure of the Ministry is unusual as not all officials of the Ministry are public servants in the strict term as a certain number of posts are filled by teachers. The direct management of educational institutions is shared between the State, the communes and private bodies.

Fernstudium

There is no university structure in Luxembourg and citizens go to neighbouring countries for university studies. There is therefore no Open University and no distance education programmes from conventional universities.

Distance training

There is no official provision of training at a distance from government structures. There are no proprietary distance training structures based in Luxemburg.

Statistics

The statistics established for this report on Luxembourg are:

Open University	0
Distance education courses from conventional universities	0
Government distance training provision	0
Proprietary distance training provision	0
TOTAL	0

These statistics were established with assistance from the Open universiteit in Heerlen.

CHAPTER 18 DISTANCE TRAINING IN THE NETHERLANDS

1994 EU documentation gives the population of the Netherlands as 15.100.000 with 1.079.702 in the capital Amsterdam and 692.581 in the seat of government The Hague. The gross domestic product per head of population is 15.576. 46% of the population is in the workforce, with 4.5% working in agriculture, 25.5% in industry and 69.9% in the services sector.

The Kingdom of the Netherlands is a parliamentary democracy and hereditary monarchy. The Queen and the Cabinet constitute the government which has a parliament (The States-General) which consists of the Upper House and the Lower House.

The Dutch constitution and related laws state that there should be freedom of education at all levels. This leads to the parallel existence of public and private educational institutions.

In the Netherlands open learning and distance training are clearly distinct concepts in educational provision.

Open education is defined as all types of provision which offer educational opportunities for students without requiring an entrance qualification. Dutch open education focuses on second chance education and primary job qualifications for all. Distance training is all educational provision without face-to-face interaction between students and teachers as the main means of communication. Such provision offers educational communication, such as the post, seminars, radio and TV, computers and combinations of these. Some providers may rely fully on

distance communication, while others provide opportunities for direct communications between teacher and student.

Fernstudium

The Open universiteit was created in 1984 and located in Heerlen in the extreme south of the country away from the main intellectual and cultural centres. In 1994 it had an enrolment of between 60.000 and 66.000 in its courses.

The Open Universiteit is a clear example of an explicit Dutch educational policy of offering adults educational opportunities which have characteristics of both open provision and distance learning as understood in the Netherlands. The provision of second chance education has been an important national priority with 'open' institutions being established from school to university levels.

In Dutch as in English the conceptual difference is between *onderwijs* (education) and *opleidingen* (training) and the term 'learning' is not used in a logistic or institutional context.

In Dutch the term 'open' has important philosophical connections. Above all it refers to the provision of second level evening classes for adults who had no chance to gain official diplomas in their youth because of the war or other circumstances. Thus the creation of an open school was seen as a most important development to provide second chance education for official diplomas for adults who had no chance in their youth.

The Open universiteit is therefore the final brick in a range of provision in the Netherlands that has the philosophical stance of adult second chance education. It therefore has no formal entry qualifications for its courses but provides official degrees for its

graduates. Thus in Dutch the word 'open' has a historical and theoretical resonance but distance education is just a form of education - it is neither open nor closed.

At present the Open universiteit graduates with its Masters level degrees an average of 50 graduates per faculty per year, that is 250-300 per year, and forecasts that these numbers will grow rapidly in the near future.

When the Dutch Government set up the Open universiteit it did not allow other Dutch universities to enter the field of distance education so there are no dual-mode universities in the Netherlands nor distance education departments of conventional universities.

Distance training

There is a substantial public provision of further education courses at a distance in the Netherlands, subsidized by the State and usually organized by professional associations.

The major proprietary distance training institutions are members of the Vereniging van Instellingen van Schriftelijk Onderwijs (VISO). Only institutions which are recognised by the Dutch Ministry of Education can become members. Affiliation is regulated by the Law on Recognition of Educational Institutes (WEO). In 1994 there are 16 members.

Some of the leading distance training providers in the EU are members of VISO. The levels of their course are extremely varied and includes university level programmes. Technologies include videotapes, floppy discs, compact discs and e-mail for assignment correction. Fees are about DFL 100 per month. The range of courses includes administration and accounting, marketing, advertising, commercial languages, information technology, secretarial studies, tourism, agriculture and medical professions.

Well-known institutions include Leidse Onderwijsinstellingen from Leiden with 98 000 students, Koninklijke PBNA from Arnhem, founded in 1912 and now a part of Elsevier, with 40 000 and Eurodidakt, also in Leiden, with 30 000.

Statistics

The research on which this report is based has established these statistics for the Netherlands:

Open University	60 000
Distance education provision from conventional universities	0
Public distance training provision	200 000
Proprietary distance training provision	200 000
TOTAL	460 000

The statistic for the Open universiteit was established with assistance from EADTU and from the Open universiteit.

The statistic for the other Dutch universities was supplied by the Open universiteit.

The statistic for public further education provision was supplied by the Open universiteit.

The statistic for proprietary distance training providers was provided by Dirksen opleidingen.

CHAPTER 19 DISTANCE TRAINING IN PORTUGAL

1994 EU documentation gives the population of Portugal as 9.800.000. The gross domestic product per head of population is Ecu 5660. 49% of the population are in the workforce with 17.5% in agriculture, 33.7% in industry and 48.7% in the services sector.

Portugal is a parliamentary republic with legislative power exercised by parliament which has one chamber. Continental Portugal is divided into 18 districts whose decision-making powers are increasing in certain areas: Aveiro, Beja, Braga, Braganca, Castelo Branco, Coimbra, Evora, Faro, Guarda, Leiria, Lisboa, Portalegre, Porto, Santarem, Setubal, Viana do Castelo, Vila Real, Viseu. The Azores and Madeira are autonomous regions.

Distance education at university level (Fernstudium)

The Portuguese Open University is located at Rua d Escola Politecnica, Lisbon and is called Universidade Aberta. It has 4500 enrolments and it is believed that there are no other distance education enrolments from conventional Portuguese universities.

Distance training

Proposals have been made for government distance training provision in Portugal, especially by the Instituto de Emprego e Formacao Profissional in Lisbon but as yet there are no concrete realisations.

The proprietary distance training sector is small and probably in decline.

Statistics

The research reported here has established these statistics for Portugal:

Open University	4500
Distance education provision from other universities	0
Official distance training provision	0
Proprietary distance training provision	1800
TOTAL	6300

The figure for the Universidade Aberta was supplied by the EADTU.

The evaluation of the provision of distance education courses from conventional Portuguese Universities was supplied by the Universidade Aberta.

The evaluation of government distance training provision was supplied by the Instituto de Emprego e Formacao Profissional at Rua de Xabregas in Lisbon.

The calculation of the number of enrolments at proprietary distance training institution in Portugal was made by the CEC Alvaro Torrao Lda of Queluz.

CHAPTER 19 DISTANCE TRAINING IN SPAIN

1994 EU documentation gives the population of Spain as 39.100.000. Gross domestic product per head of population is Ecu 10.900. 39% of the population are in the workforce, with 10.7% in agriculture, 33.1% in industry and 56.3% in the service sector.

Spain is a constitutional hereditary monarchy and parliamentary democracy. Since 1983 there are 17 autonomous communities in Spain, each with its own parliament and executive. These are: Andalusia, Aragon, Asturias, the Balearic Islands, the Basque Country, the Canary Islands, Cantabria, Castille la-Mancha, Castille-Leon, Catalonia, Extremadura, Galicia, La Rioja, Madrid, Murcia, Navare, Valencia. The Cortes Generales, the national Parliament, consists of the Congress of Deputies and the Senate.

Education is considered to be a shared responsibility, since certain aspects fall within the responsibility of the state and certain aspects are assumed by the autonomous communities. Areas over which the state has exclusive responsibility include the regulation of conditions to be satisfied so that academic and professional awards and titles are considered valid throughout Spain.

University level distance education (Fernstudium)

Planning for an open university in Spain began in the mid 1960s and was successfully completed in the context of the 1970 General Law of Education which aimed at far-reaching reforms in all areas of education to meet the demands

engendered by the rapid economic, technological, social and intellectual changes which Spain is now experiencing. Distance education is specifically mentioned as one way in which people could acquire qualifications at any level, irrespective of age and status.

Official planning began in 1968. A formal planning committee was established on 6 May 1971; the University's charter was granted on 18 August 1972; initial courses were approved by the Ministry of Education and Science on 14 December 1972, and the first group of 11.400 students were enrolled on 6 February 1973.

UNED is equivalent in every way to conventional universities in Spain. Its degrees are of equal status; like the conventional universities, it offers discipline-based *Carreras* with fixed programmes of courses, without electives; and students are able to transfer credit between UNED and other universities.

In 1994 with 130.000 students the Universidad Nacional de Educación a Distancia is Europe's largest distance teaching university. The other Spanish universities do not offer distance education courses but a new programme in polytechnical education is being developed by the Polytechnic University of Madrid.

Distance training

In 1975 the Istituto Nacional de Bachillerato a Distancia (INBAD) was founded and this provides adults with matriculation courses and other training programmes at a distance. In 1979 the Centro Nacional de Educacion Basica a Distancia was founded and this gives adults the possibility of studying at a distance for elementary level qualifications.

More recently INBAD has been restructured as the Centro per la Innovacion e Desarrollo de la Educación a Distancia

(CIREAD), which has 5 000 students in vocational studies at a distance, 30 000 in adult second chance education and 60 000 in English courses at a distance. In addition to this, to get a full picture of public provision, one needs to add 7 000 distance students from the Istituto Nacional de l'Empleo of the Ministry of Labour.

Nearly 300.000 students per year enrol in distance training courses from the proprietary sector in Spain. Well known institutions are the CCC Centro de Estudios a Distancia (25.000 enrolments) in San Sebastian, CEAC Centros de Estudios a Distancia (90.000 enrolments) in Barcelona. Most of the Spanish schools have enrolments or branches in South and Central America and in other European countries where there is a large Spanish population.

The main schools are represented by a national organization with offices in Madrid and Barcelona called Association Nacional de Centros de Ensenanza a Distancia (ANCED). ANCED publishes classifications of the courses available from member institutions: mechanics, hotels and tourism, electricity, automotive industry, beauty and fashion, accounting, business studies, management, construction industry, health professions.

Statistics

The research reported here has established these statistics for Spain:

Open University	123.963
Distance education courses from conventional universities	300
Government distance training provision	106 900
Official proprietary distance training	298 000
TOTAL	529 163

The figure for the Universidad Nacional de Educacion a Distancia was established with assistance from EADTU.

The figure for the other Spanish universities is based on information from the Ministry of Education in Madrid.

The figure for government provision at distance training level is a composite of information provided by the Ministry of Education in Madrid and the CIREAD.

The figure for proprietary provision at distance training level was officially supplied by the Associacion Nacional de Centros de Ensenanza a Distancia.

CHAPTER 21 DISTANCE TRAINING IN THE UNITED KINGDOM

1994 EU documentation gives the population of The United Kingdom of Great Britain and Northern Ireland as 57.600.000. Gross domestic product per head of population is given as Ecu 14.190. The Labour force is 48.6%, with 2.2% in agriculture, 27.9% in industry and 68.6% in the service sector.

The United kingdom is a constitutional, hereditary monarchy. Executive power is entrusted by the sovereign to the leader of the majority party in the House of Commons, who then becomes prime minister. Legislative power is vested in parliament which consists of the House of Commons and the House of Lords. Administratively, the United Kingdom is a unitary State in which parliament is supreme but Scotland has a distinct legal and educational system.

Distance education at university level (Fernstudium)

The most up-to-date guide to university education in the United Kingdom is provided by the listing of higher education institutions in the Ucas Guide 1995, the information provided to high school graduates who wish to commence study in UK universities in October 1995.

This lists 174 universities and institutes of higher education plus a further 25 subsections of the University of London (like the London School of Economics and Political

Science) for a total of 199. One might attempt to classify these universities thus:

* Oxford and Cambridge
* Universities (University of Manchester)
* Redbrick universities
* University institutes (UMIST)
* Universities which were formerly polytechnics (University of Central Lancashire, University of Humberside)
* Colleges of Higher Education (Gwent College of Higher Education
* Higher education colleges (Chester College)

Three developments in the 1990s have characterised university education in the United Kingdom.

1 The rapid increase in the number of universities due to the transfer of the former polytechnics to university status

2. The increase in centralised state control linking financial allocation to regulatory enforcement of standards

3. The achievement of an extensive provision of distance education at university level.

The United Kingdom has both an open university and a wide provision of open and distance learning courses from conventional universities (especially the former polytechnics).

The Open University was created by Royal Charter in 1969 and enrolled its first students in 1971. The executive head is the Vice-Chancellor, assisted by Pro-Vice-Chancellors. The Open University employs about 2.000 full-time staff in academic or administrative positions at Milton Keynes and at thirteen regional offices throughout Britain. In addition there are British Broadcasting Corporation staff and 4.000 part-time tutors and 2.000 part-time tutor-counsellors. Most of the part-time staff are employed full-time by

another tertiary institution. There is an office in most EU capital cities.

In the late 1980s the annual enrolment was over 100.000 per year with students studying in

- the undergraduate programme for the BA (Open) and BSc (Open)
- a post-graduate programme,
- the associate student programme,
- a wide range of further education programmes at a distance, and the Open Business School for managers.

The OUUK has largely solved the status problem that has been a feature of many other distance education systems for adults. The sceptics who claimed at the foundation of the OUUK that no more than 10 per cent of any intake would eventually graduate have been resoundingly answered. OU statistics show that about 50 per cent of every cohort will always graduate, unless there is an abrupt change of statistical pattern. Up to 45 per cent of each year's undergraduate cohort is graduating in a highly acceptable 6 years.

The OUUK broke new ground in distance education by the quality, complexity, and comprehensiveness of its learning materials, both print and non-print. The A4 profile layout with the OU logo became an easily recognized standard, not only for the OU's students, but in bookshops throughout the UK, and on the reading lists of many conventional universities. The materials were characterized by careful structuring and sequencing of content together with sophisticated layout and design, and constant use of established and new technologies.

25 of the conventional UK universities who offer open and distance education programmes are grouped in the Open Learning Foundation. This was set up in 1990 as the Open Polytechnic by a range of UK polytechnics to provide services to them in the area of open learning.

The Further and Higher Education Act 1992 provided a legal frame-work enabling the polytechnics to become universities and to award their own degrees. Like its members, the Open Polytechnic underwent a name change. The Open Polytechnic Foundation became the Open Learning Foundation Today the Open Learning Federation groups 25 universities. The Open Learning Federation does not enroll students. It provides services to help its members achieve their open learning objectives.

Besides the universities grouped in the Open Learning Federation (mainly former polytechnics) and the Open University of the United Kingdom at Milton Keynes, there are a number of other UK universities which offer distance education courses. Prominent among these are management and business degree courses from the University of Strathclyde and Heriott-Watt University. For over 150 years there has been an external degree programme from the University of London.

Distance training

Apart from the Open Polytechnic, the UK government sponsored two distance training institutions as further education parallels to the Open University These were the Open Tech and the Open College.

The Open Tech was founded by the UK government in 1984 and disbanded in 1987. Some of the analysis that has been published has been critical and when the project funding was withdrawn in March 1987 little remained . But it paved the way to the future. An analysis of the Manchester area shows the range and richness of open and flexible provision in the UK today.

The Open College was founded in 1987 by the UK government as a further education distance training provider to complement the Open University. It had headquarters in London and a series of centres throughout the UK but this

model proved ineffective. Today the Open College is an Open Learning provider at East Didsbury, a suburb of Manchester, winning the 1993 UK training award for quality. The model is in-company training with freelance industry-trained tutors who present the Open College materials to the company personnel and hold some in-company tutorial days during the year.

Manchester Open Learning in the Manchester College of Arts and Technology (MANCAT) is one of the largest open learning providers. Manchester Open Learning schemes vary in the amount and form of attendance they require, but there are three broad categories into which most schemes can be placed: centre-based, local, distant. There are two flexible study routes: open learning and distance learning.

The Manchester Open College Federation at All Saints in Central Manchester is an accrediting body that provides certification of open and flexible courses at the further education level.

Today the United Kingdom is covered by a range of open learning and distance training providers of the types described. The distinction between open learning and distance training is hard to establish. In 1994 in the further education area open learning is dominant. Basically this means that a wide range of providers are in competition with each other for survival and for the market. The basic model is that of corporate management training providers who provide resource-based in-company training with freelance tutors who work in the company for in-depth sessions on an occasional basis Of the 400 UK Further Education colleges it is estimated that 200 provide open and distance learning.

The proprietary distance training sector in the United Kingdom has three dimensions: the ABCC, the CACC and non-registered providers.

The Association of British Correspondence Colleges (ABCC) in London SW 19 is the trade grouping of the proprietary

distance training providers in the UK. Founded in 1955 it safeguards the best interest of correspondence students by providing sound education standards and ethical business practices.

The Council for the Accreditation of Correspondence Colleges (CACC) is the UK accreditation body for proprietary providers with 44 members in 1994. It was founded in 1968 and privatised by the UK government in 1982. Due to changes in the UK government policy, which restructures the funding arrangements of the 400 further education colleges, the council feels that many of them are expanding into the distance training area to compensate for funding changes.

Non-registered providers. It is estimated that at least as many distance training providers choose not to register with the Council for the Accreditation of Correspondence Colleges as do.

Statistics

The research reported here has established these statistics for the United Kingdom:

Open University:	122.721
Other universities distance provision	no data
Government distance training provision	67.000
Official private provision	50.000
Non-official private provision	50.000
Total (without conventional universities)	289 721

The Open University statistic is the official press release of the university on the occasion of its 25th anniversary in 1994. It is comprised of the following programmes:

Degree students	84.556
Associate students	12.197
Post graduate students	8.308
Short courses	17.660

It is the position of this research report that statistics for the provision of distance education by the 199 universities and higher education institutions in the UK, besides the Open University, cannot be established. It is the position of this research report that statistics for the provision of distance education by UK universities and higher education institutions cannot be estimated or guessed at and that it would be counter productive to try to do so.

Extensive efforts were made to establish or estimate the extent of provision with generous assistance from the UK University Statistics Office (UCAS), the UK Further Education Funding Council, the Learning Resources Unit of the University of Humberside and the Open Learning Foundation.

The figure would include:

* The University of London External Degree Programme

* Degrees from UK Universities. The University of Stirling, or Strathclyde or Herriott-Watt, for instance, have well known distance education business degrees and MBAs enrolling many thousands of students in the UK and throughout the world.

* The 25 former-polytechnic universities that are members of the Open Learning Foundation. There would be a considerable number of students - one university has a programme with many thousands of students in Bulgaria alone.

* Former-polytechnic and other universities that are not members of the Open Learning Foundation.

The UK government's Further Education Funding Council in Coventry provided the figure for open or distance learning in the further education sector as defined in the Further and Higher Education Act 1992:

Full-time and sandwich	608.000	26%
Block and part-time release	445.000	19%
Part-time and evening	1.205.000	51%
Open or distance learning	67.000	3%
Short courses	39.000	2%
Total	2.364.000	100%

The CACC (Council for the Accreditation of Correspondence Colleges) provided the figures for the private colleges affiliated to their organization. They also provided the estimate that the number of enrolments in colleges not officially affiliated to the CACC would be about as many as those affiliated.

PART 4

CONCLUSION

CHAPTER 22 CONCLUSIONS

This research has tracked 2 249 810 1994 enrolments in distance training systems, public and private, in the twelve 1994 EU countries.

The enrolment represents 78.8% of all EU participation in distance education.

France, Spain and the Netherlands are the leading countries for distance training enrolments.

There is also an extensive provision in Belgium, Denmark, Germany and the United Kingdom. Less that 5 000 enrol annually in Ireland, Italy and Portugal. Greece is developing a new system.

Distance training in the EU is a massive EU resource. It is little known in spite of the 2 249 810 EU citizens annually involved.

Research undertaken by van der Mark (1993) has identified the average level of student fee in a number of countries. It appears to lie between 100 and 1000 Ecus. Only the government programme in Wallonia is tuition free.

For ease of calculation an average fee of £500 has been taken. At the time of writing £1(Irish) is worth Ecu 1.2568 or DM 2.3730. Thus if the average fee does in fact lie in the region of £500, then the global fee income paid by EU citizens to government or private distance training institutions is £1 124 905 000 or Ecu 1 417 380 300, provided that each student pays the full fee.

Table 1 gives the EU data for further education at a distance (*Fernunterricht*) and for purposes of comparison a *Fernstudium* listing is given in Table 2.

FERNUNTERRICHT

DISTANCE TRAINING 1994

COUNTRY		PUBLIC PROVISION	PRIVATE PROVISION	TOTALS
BELGIUM	FR	22 210	3 000	25 210
	FL	100 000	100 000	200 000
DENMARK		165 000	4 000	169 000
FRANCE		350 000	250 000	600 000
GERMANY		100 000	173 000	273 000
GREECE		0	0	0
IRELAND		0	4 000	4 000
ITALY		900	4 000	4 900
LUXEMBOURG		0	0	0
NETHERLANDS		200 000	200 000	400 000
PORTUGAL		0	1 800	1 800
SPAIN		106 900	298 000	404 900
UNITED KINGDOM		67 000	100 000	167 000
TOTALS		1 112 010	1 137 800	2 249 810

Table 1 Further education at a distance in the EU 1994

FERNSTUDIUM

UNIVERSITY LEVEL DISTANCE EDUCATION 1994

COUNTRY		OPEN UNIVERSITY	CONVENTIONAL UNIVERSITIES	TOTALS
BELGIUM	F	0	200	200
	FL	2 278	0	2 278
DENMARK		0	5 100	5 100
FRANCE		0	34 000	34 000
GERMANY		52 750	5 000	57 750
GREECE		0	0	0
IRELAND		0	8 000	8 000
ITALY		0	9 150	9 150
LUXEMBOURG		0	0	0
NETHERLANDS		60 000	0	60 000
PORTUGAL		4 500	0	4 500
SPAIN		123 963	300	124 263
UNITED KINGDOM		122 721	NO DATA	122721
TOTALS		366 212	61 750	427 962

Table 2 Higher education at a distance in the EU 1994

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